

Library Science

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MICHIGAN SCHOOL  
LIBRARIAN

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Vol. 2 No. 1

November 15, 1935

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# THE MICHIGAN SCHOOL LIBRARIAN

Vol. 2 No. 1

Published by the State Executive  
Board of School Librarians

November 15, 1935

## THE LIBRARY IN RELATION TO MODERN EDUCATION

It has been recognized for some time that the basic subject in our whole educational program is reading. We have also recognized that our reading program must be broader than in the past. Children must be given an opportunity to have a wide field of choice in their formal readers as well as in their informal free reading activities. Teachers are increasingly recognizing the importance of fewer copies of a single book, substituting greater variety of books based on the varying interests and reading abilities of children. The importance of a library in connection with the senior high schools has been recognized for a number of years, the same is true of our junior high schools, but we have been all too slow in developing our elementary school libraries. Actually this has been a serious mistake. At the time when reading interests and abilities are being developed, the children should be surrounded by the largest possible choice of literature classified only as a library can classify such literature, and be under the supervision of a trained library teacher. We are neglecting one of the most important phases of our educational development when we do not provide adequate library facilities in each school under the direction of a well-trained library teacher.

L. H. LAMB

Superintendent of Schools  
Flint, Michigan

### HISTORY OF THE SCHOOL LIBRARY IN FLINT

By LELAH B. EVERHART, Librarian  
Emerson Junior High School, Flint

According to a law in the constitution of the State Department of Public Instruction which was organized about 1840, any township or school district in the state could set up a library. Accordingly, in 1843, the Flint school library bought a single shelf of books. This library, belonging to the Flint School Districts, was under the control of the board of school inspectors of the town. The school districts drew books from the list in proportion to the size of the district and the books were loaned to the families in that district. It is interesting to note a few of the titles that were in Flint's first library:

The Farmer's Companion  
Lives of Eminent Men  
Paley's Natural Theology  
The Fireside Friend  
Wayland's Moral Science  
Lives of Female Sovereigns  
Swiss Family Robinson

These few books were inadequate to fill the reading needs of the growing town of Flint. Feeling the inadequacy of these books, a group of Flint women, starting with a book fund of ten dollars gave Flint a library before the town was incorporated. This organization, known as the Ladies' Library Association, flourished from 1851 to 1885 when the books and library were turned over to the School Board.

The women's organization gave all manner of entertainment to increase their resources until they felt justified in incorporating the association, which they did in 1853. The first catalog was published in 1854 and showed a total of 240 books. The number had increased to 500 by the next year and to 4000 in 1885 when the library became a part of the Board of Education.

One of the most disheartening of the many misfortunes of the library's early years was the burning, in 1861, of the building in which the library was housed. Most of the books were destroyed. Insurance and help from interested citizens enabled the women to buy a new stock of books from a failing publisher and the library continued.

Beginning in the seventies, there was always a small collection of books provided by the school library of the district and placed in classrooms of the high school. In 1915, the books were concentrated in one room and a teacher put in charge. This library operated under the Extension Department of the public library.

However, up to 1922 there was no regular high school library. The classroom libraries were insufficient to fill the needs of the students for encyclopedias and reference books of all kinds. It was necessary that this type of work be done at the public library which was but a short distance away.

The beginning of Flint's outstanding school library system was in 1922 when the first real school library was installed in the high school. A librarian, a college graduate with summer school library training, was put in charge.

In April, 1923, the juvenile department of the public library moved into the building on the corner of the old high school grounds where it still remains. At this time there were 200 classroom libraries in existence in the city, each library consisting of 50 volumes. This was a part of the comprehensive plan of the Extension Division of the public library. The aim in this plan was to provide books for the 20,000 pupils in local schools. With no branch libraries in existence at that time, this seemed to be the most effective method of handling this big problem. These libraries were placed

in the elementary schools which then housed grades one to eight. This department of the library has continued to expand until in 1933 there were 350 separate collections sent out to platoon and classroom libraries.

All Flint was enthusiastic when its new high school was opened in 1923. The building was everything that an up-to-date school could possibly be, with a beautiful library definitely planned, built and furnished as a model, modern high school library. It consisted of two large rooms and six small sound-proof consultation rooms, and was opened with a book collection of 8000 volumes. An experienced, trained librarian was put in charge with an assistant (having summer school training) and a group of apprentice assistants. From this apprentice class the later junior and senior high school assistants in the system were employed, many of them adding summer school library training at some library school.

This high school was a three-year high school, so from 1923 until 1925 all the ninth graders in the city were taken care of in the old high school building, which had been vacated on the opening of the new high school. These pupils used the children's library since it was conveniently located on the same grounds.

In September, 1925, Flint's first junior high schools, Emerson and Whittier, opened. The old high school was now converted into a junior high, called South Junior, and these three schools housed all the seventh, eighth, and ninth grades in the city.

At the time of the opening of these two new junior highs, Emerson was the largest junior high school in the state of Michigan. The libraries in both buildings are beautiful, well-planned rooms, each furnished with the most modern equipment and each having a large well-arranged workroom adjoining. Trained librarians with full-time trained assistants were placed in charge and each library started with a \$4000 book collection. During the first year, South Junior pupils used the children's library but in 1926 a librarian was employed to work wholly with these pupils and the children's library collection was strengthened to meet junior high needs.

Flint's second senior high school opened in January, 1927, and then followed in succession the opening of Longfellow, Lowell, McKinley and Zimmerman Junior High Schools. With the exception of the latter, all of these fine modern schools are equipped with the most up-to-date libraries with trained librarians in charge. Zimmerman presented a different problem in that it already had a public library branch in the school. A separate school library was not established; the pupils draw from the public library collection instead. However, there is a junior high school librarian in charge of the library during school hours.

The new Junior Technical School is unlike the other junior high schools in that it is mainly vocational. It is next door to a building where there is a branch library. While the books bought especially for the vocational school are bought and housed separately, the students depend upon the branch library for their general reading. A teacher has been put in charge of the school collection and a room set aside for it. As this type of school grows, a junior high and vocational library will be established and a librarian employed.

No separate library has as yet been set up for the Flint Junior College. At present and since its opening, the Tower Room of the high school library is used by the college students. Class reference books and duplicates from the high school shelves are housed in a separate room in charge of a trained library assistant who is aided by three paid junior college students. Flint is looking forward to the establishment of a junior college library entirely independent of the high school.

The high school libraries in Flint are possibly different from many in the state in that they are run as part of the Flint Public Library. The public library is under the Board of Education but has a budget wholly separate from the school budget and the librarian is responsible directly to the board.

The financial arrangement for the high school libraries provides that the schools furnish the quarters, the furniture, school supplies and pay the salaries of the school librarians and their assistants. The school library from its budget pays for books, periodicals, binding, furnishes the library supplies and does all the cataloging and classification. In general the same library rules are in force in the high schools as in the public agencies and the same supplies are used. The librarian of the public library is a consulting technical supervisor of the high school libraries. The combining of such things as the cataloging, ordering, binding and supplies makes it possible to purchase these things at cheaper rates owing to quantity orders.

All high school students are registered when they enter school and are given a library card unless they already have one. The general idea is that the use of the same system of classification and cataloging, the same forms, rules and methods together with the fact that students are registered for the public library, will tend to make the school borrower conscious that the public library exists and will influence him to become a user of it. Therefore, the transfer from the use of a high school library to the use of a public one is more easily made than in cities where there is no connection between the two.

At the end of the fiscal year 1934-35 there were on the shelves of the Junior College a total of 7,778 volumes. The two senior high schools and five junior high schools having separate collections, had a total together of 46,295 volumes on their shelves. Zimmerman Junior High School which houses a branch of the public library counts approximately 4,000 of the 8,781 volumes of the public library collection as of potential use for its students.

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#### TENTATIVE OBJECTIVES FOR THE LIBRARY in the LATER ELEMENTARY GRADES OF FLINT

The following tentative objectives were submitted to the Later Elementary Library teachers in May, 1935 by committees appointed to revise the Later Elementary Library Course of Study. The objectives comprise a statement of the philosophy of library work in those grades in terms of definite teacher objectives.

1. To provide a situation in which children can have an opportunity for training in initiative, self-control, cooperation and responsibility.
2. To develop and encourage a love of reading and books.
3. To cultivate and attempt to satisfy individual tastes in reading.
4. To develop high standards of taste in reading.
5. To provide for a wholesome and enjoyable use of leisure time.
6. To develop attitudes, interests, appreciations, ideals, sympathies and loyalties to enable children to better understand their own experiences as well as other people and their affairs.
7. To encourage the selection of reading material covering the important field of human experience that will contribute to efficient living.
8. To help children discover and develop their creative abilities.
9. To integrate the activities of the library with the school so that the work of the classrooms is enriched and made increasingly vital.

(Continued on page 20)



# ADVENTURES IN INTEGRATION

(Editor's note--From the Elementary School Librarians of Flint come several reports of interesting projects carried on in their schools. We regret that lack of space prevents our publishing these reports in their entirety.)

## SPAIN

Before the 6A class of the McKinley School began its study of Spain a meeting of the principal and the departmental teachers was held to discuss the unit, each teacher giving the phase of the subject in which her department might be of service. An outline of the entire unit was made.

The work of the library began at once. First, all books in the building about Spain were collected. These were added to by a loan from the Extension Department of the Public Library. Pupils who read particularly interesting stories or articles about Spain were encouraged to give reviews in class. Spanish pictures were displayed on the bulletin board. During this unit of study most of the reference and much of the supplementary reading was done in the library. Sometimes poems, stories, or articles about Spain were read aloud by the library teacher. At the completion of their study, the class decided to make a Spanish village and present a Spanish play. The pupils were keen enough to realize that much reading and study must be done before they could hope to accomplish their purpose. The library with its many sources of information in books and magazines became very popular.

A group of 6A boys sought the help of the shop teacher in making their buildings for the village. Other boys prepared the soil in the exhibit box for the streets, vineyards and olive groves. Still others made carts, etc. The girls dressed dolls, made flowers, and did much of the finer work. Large pictures depicting the life and industries of Spain were made by the other members of the class. The play was written in the home room during language periods and dramatized under the direction of the auditorium teacher. The aid of the physical-training teacher was solicited for a dance for their play, and that of the music teacher for their songs. Costumes and scenery were planned and executed under the helpful guidance of the art teacher. When the play was finally presented, the result of their combined efforts was apparent. It was impossible for an observer to tell where the work of one department stopped and that of another began.

## FRANCE

In a project on France which developed in the art classes of the 6A group of the Civic Park School through a study of stained glass and its use in French cathedrals, the library served as a tool for answering questions through the encyclopedia and the card catalog.

Important outcomes of the many activities engaged in while studying this project were the perfecting of skill in note taking and the use of the encyclopedia, as well as an increased use of the card catalog as a guide to literature on other subjects.

This project stimulated reading of stories dealing with the Middle Ages and France. Some of the books which circulated more after this project than before were: Vagabond's ward, by Marjorie Prevost; Gabriel and the hour book, by Evaleen Stein; Little Count of Normandy, by Evaleen Stein; Masters of the guild, by Louise Lamprey; March of the iron men, by Vernon Quinn; When knights were bold, by Eva Tappan; With spurs of gold, by Frances Greene and Dolly Kirk; Ten boys, by Jane Andrews; Stories of the youths of artists, by Mary N. Roberts; Stories of books, by Marjorie Maxwell.

Another service of the library was a paper prepared by the library teacher to give the pupils the history of writing and printing. The paper was duplicated on the hectograph, and a copy given each child.

## BOOK REPORTS

The interesting and valuable activities involved in the making of book reports (creative expression of the child's reaction to a book) have been carried on for some time in the elementary school libraries of Flint. Last year the Children's Public Library provided a motivating force that greatly increased interest in reading book reports through stimulating creative expression of a child's reaction to a book.

In their visits to the schools, members of the library staff were attracted to the lovely things the boys and girls had made. The schools were asked, as a result, if some of these reports could be borrowed for display in the Children's Library. A schedule was prepared whereby each school was assigned a week in which its displays were to appear.

This plan resulted in an enlivened interest in book reports which had thus assumed a new significance. Much thought and care were given to book selection and to the graphic working out of the "report". Individual reports consisted of soap modeling, wood carving, mounted and colored pasteboard figures, toy theatres depicting a scene from a book, dolls dressed to represent book characters, and puppets. Group reports included projects on Spain, the Vikings, early homes, Indians, pioneers, the Westward Movement, U. S. Mail (history and transportation), and the making of a book.

These reports were arranged on the school library shelves and judged by the children themselves for the honor of being chosen for the display in the Children's Public Library. There was Robin Hood carefully carved from wood, as were Dr. Doolittle, Pinocchio, Hitty, and scores of others. Animals of soap were popular from Smoky, the Cowhorse to the Cat That Went to Heaven. In toy theatres, Heidi, in her native Alpine setting, frolicked with her goats; Tom, the Water Baby, looked up from blue depths interspersed with sea plants and animals. There were even Odysseus and the Cyclops in the cave. A many-oared Viking boat was made by skillful fingers after the book Lief and Thorkel had been read. There appeared, too, a remarkable airplane model made by a girl who had read a book concerning air travel.

Guessing the books represented by each display became a game which made the children eager to read the books not familiar to them. Interest and enthusiasm among the children and their parents was developed, and they flocked to the library to view the contributions.

## A MUSEUM OF PRE-HISTORIC MAN

The museum of pre-historic man was copied with a faithfulness and an enthusiasm which did honor to the 6B's.

The enterprise, as suggested by the children, was "to create a museum of the things primitive people used." It utilized the knowledge not only of art, geography, science and library methods, but of music and physical education as well. The children pored through encyclopedias, looked at pictures, and read such stories as The story of Ab.

In the beginning there was a search for factual knowledge which involved extensive use of the library shelves. The children discovered very quickly a need for knowing how bibliographies may best be obtained--and so an impression of library methods was gained.

Reports submitted by:

Clara Greene, Leone Andrews,  
Harriet M. Pfeiffer and  
Mrs. Ruth Austin.

"LET'S READ!"

THE SCHOOL LIBRARY'S RESPONSIBILITY--REMEDIAL READING

Ora Williams Green, Librarian  
Whittier Junior High School, Flint

Book Lovers

My Pop is always buying books  
So that Mom says his study looks  
Just like an old book store.  
The shelves are so full and tall  
They hide the paper on the wall.  
And there are books just everywhere  
On table, window-seat, and chair  
And books right on the floor.

And every little while he buys  
More books, and brings them home  
and tries  
To find a place where they will fit  
And has an awful time of it.

Once when I asked him why he got  
So many books, he said "Why not?"  
I've puzzled over that a lot.

-- Ralph Bergengren

The school library shelves are lined with attractive books for boys and girls of Junior High School age. Some, alive with curiosity and imagination, will read anything because of their literary background built up by the elementary schools, the children's library, the scout troops, and the homes from which they come.

For others, the remedial groups, the school library is usually the first introduction to books casually and enticingly placed. The bulletin boards, gay and colorful with their book jackets and announcements of new fall juvenile attractions, are the first bright spots to attract attention to books and reading. A formal arrangement of text-books in the class-room teacher's cupboard, the necessary, practical equipment in dull greens and heavy browns, or a smudgy, dingy, dog-eared copy of a cheap thriller passed on by a classmate are the only books they have known. As a rule "Pop" doesn't buy books, and Johnny would think it pretty poor judgement on "Pop's" part if he did.

As I visualize the remedial groups which have come to the library for the past nine years, perhaps it would be a bit stilted to say that it is the object of the English teacher and the librarian to create discriminating readers from this group. Rather the suggestion we wish to impart is "Let's read." Let's read something. However, we cannot agree that it is better to read a "bad" book than to read nothing at all. "No matter where you are going, you have to start from where you are."

Here we are--the group, the English teacher, and the school librarian all starting from scratch. The English teacher is concerned first with the mechanics of the thing. If the boys and girls do not know the words, the sentences, the paragraphs, they cannot read; and the rows and rows of books would mean nothing. Surely it is the librarian's job to make the task easier by creating the atmosphere which will make these youngsters want to learn to read so that they may share in these inviting-looking titles and go on treasure hunts in the library along with the other boys and girls.

Before the group is brought to the library, the teachers and members of  
(Continued on page 12)



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WITH THE EDITOR

There is a certain satisfaction in the closing of a first volume of publishing effort when that effort has been so kindly and enthusiastically received over the state as has the Michigan School Librarian.

Volume two! As you open its covers, we hope you will continue to find matter of professional interest and help. Again we feel the old tremor of excitement over sending out to our fellow workers another first number. The Editorial Staff, with its added new members, has been working with enthusiastic interest on this issue. You will note its increased size. Continuing our quarterly policy, our next issue will appear January 31.

We Dedicate the "Flint Issue"

In answer to the oft-repeated question, "What are you doing in your library?", we have asked the Flint School Librarians for contributions regarding their school libraries. Not only in material, but in funds as well, have come Flint's contributions. In appreciation of their good will, their splendid interest and support, we designate this the "Flint Issue" of the Michigan School Librarian.

STATE LIBRARY NEWS LETTER \* \* \* \* \*

As we go to press, we hasten to acknowledge the first issue of the News Letter, a monthly bulletin sheet published by the State Library, enclosed with a letter just received from Mrs. McClure, our State Librarian. Mrs. McClure writes that the News Letter is to be alternated every two weeks with a library publicity release, also in the form of a letter, for publication in the newspapers of the state.

Since the discontinuance of the Michigan Library Bulletin, there has been a sad lack of a medium for the dissemination of information and news from this state department to all the librarians in the state. We have known Mrs. McClure's interest in the reissuance of the bulletin, and are glad, indeed, to note the arrival of the News Letter as the first step in state efforts, outside of our own, toward an organ for librarians in the state. We hope funds will be available for the continuance of Mrs. McClure's efforts in this direction.

GAYLORD STITCHES\* \* \* \* \*

"A stitch in time saves nine", writes Miss Patterson of Gaylord Brothers in a brief article on book mending in this issue. Particularly pertinent is this article in view of the assistance afforded schools through the Works Progress Administration. We call attention to the fact that workers are being re-assigned to libraries as a part of the Federal Work Relief Program, and that Gaylord Company will be glad to send a representative to your school to demonstrate book mending to your workers.

Gaylord "stitches" of good-will extend to the Michigan School Librarian in the form of financial cooperation. We gratefully acknowledge their contribution.

SORRY !

Through a typographic error, the notation of the second part of the article, "The School Library and Work-Relief Programs", by Grace Winton, in our issue of April 5, was incorrectly given in figures instead of in letters. Reference to the article will show that letters are necessary for the correct reading of the project organization.

The Editor

## MICHIGAN LIBRARY ASSOCIATION COMMITTEE NEWS

The Legislative and Planning Committees, appointed last year by the President of the Michigan Library Association for a study of library needs in the state, presented their year's reports at the annual October meeting of the Association, held this year in St. Joseph. We publish the following digests of these reports received from the school library representatives appointed to the committees. - Ed.

### Planning Committee

Under the direction of Miss Ruth Rutzen, Chief of circulation at the Detroit Public Library, the Planning Committee made a survey of existing library services and resources in Michigan. The Committee was guided by the general principles set up by the A.L.A. in its National Library Plan as to such matters as revenue required, number and kinds of books needed, and library personnel. The ultimate goal is adequate library service within easy reach of everyone in the U. S. From a study of the findings of this survey, the following recommendations were made for the development of improved library service throughout the state.

1. Development of a strong state library.
2. Establishment of county and regional libraries wherever population and geographical factors permit it.
3. Adequate financial support for libraries now operating to bring them at least to the minimum standards which the A.L.A. recommends.
4. More publicity about library needs by any practical means which would stress the problem.
5. Adoption of minimum standards for qualifications of library personnel throughout the state.
6. State aid for libraries to supplement that of local units.

The Planning Committee further recommended that a study be made of the state as a whole to determine the kind of organization which would be best for present unserved areas and that a committee be organized to study tax sources and feasible methods of providing necessary incomes for libraries, such a committee to represent members from outside the profession whose knowledge and study of tax situations would be helpful in determining what should be logical and just contributions from local, county and state taxes.

Dorothy Dawson

### Legislative Committee

The Legislative Committee, under the chairmanship of Mr. Hobart Coffey, Law Librarian of the University of Michigan, considered pending legislation affecting libraries and discussed the library certification law.

Among the bills affecting libraries introduced at the last session of the legislature, House Bill 43 was of greatest significance. This bill provided for abolishing the office of state librarian and transferring the powers and duties to the Regents of the University. The same bill involved the transfer of the State Library to the Regents of the University, and the transfer of the State Law Library to the state supreme court.

Because of his connection with the University, the chairman was excused from passing upon the desirability of this bill. The state legislature did not vote upon it at this session but the same bill or one very similar will be introduced at the next session.

Library certification was the principal subject for committee consideration. Three states-New York, Washington and Wisconsin-already have such laws, and the A.L.A. had interested itself in the subject to the point of sending a model bill to all library associations.

Tentative conclusions were reached, namely, that the matter of certification should be in the hands of a board similar to state boards which determine the fitness of candidates for other professions, such as, law, medicine, etc. The library board should be made up of members of every interest involved,-public libraries, library boards, and schools.

Mr. Coffey was appointed to draft a tentative bill to be submitted to the Legislative Committee and the Michigan Library Association.

Edith A. King

THE STATE EXECUTIVE BOARD  
OF SCHOOL LIBRARIANS \* \* \* \* \*

The State Executive Board of Michigan School Librarians will hold its first meeting at the Detroit City Club, February 1, at 10:00 A.M.

This year the Board's efforts will be in the direction of adequate library training for all students in the teacher-training institutions of the state. To this end the material which has been gathered from the school librarians through questionnaires will be tabulated. Whatever conclusions are drawn from this tabulation will be sent to all teacher-training institutions in Michigan.

Bertha M. Krogh

Chairman, State Executive  
Board of School Librarians

IN THE SPOTLIGHT  
THE 1935-1936 WHO'S WHO \* \* \* \* \*

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of School Librarians

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Region 3

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Region 4

Gertrude Kenney, Librarian, Senior High School, Muskegon

Region 5

No report

Region 6

Mildred Hilton, Librarian, High School, Port Huron

Region 7

P. W. Maynard, Librarian, High School, Iahpeming

Region 8

Hazel Crofoot, Librarian, High School, Albion

Metropolitan Library Club of Detroit

President:

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Helen Crane  
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High School of Commerce, Detroit  
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Cleveland Intermediate School, Detroit

HELEN FERRIS ADDRESSES SCHOOL  
AND CHILDREN'S LIBRARIANS AT M.L.A. MEET \* \* \* \* \*

The gratifications and the problems of editing books for boys and girls, and in especial those for adolescents, was the subject of Helen Ferris' talk before the luncheon meeting of the School and Children's Librarians' sections of the M.L.A. at St. Joseph, October 19, 1935. Those who were fortunate enough to hear Miss Ferris and to meet her were charmed by her pleasing personality and her delightful enthusiasm.

Taking us behind the scenes of her experiences as Editor-in-chief of the Junior Literary Guild, Miss Ferris described, in her own inimitable way, the editor's work as she each year decides upon the books to be published.

The first question one asks today in reading manuscripts, Miss Ferris stated, is, "Will this be interesting to boys and girls?" Next comes a consideration of the quality of the writing and the presentation. Many manuscripts are submitted. Few are chosen. Yet all are given careful consideration, for it is the hope of every editor constantly to discover splendid new authors.

In the field of informational books, much care is spent in authenticating all facts. For factual books must give to boys and girls the results of the most penetrating conclusion of specialists, at the same time that the subject matter itself is presented in

a way to appeal to the young reader.

Excellent and varied as the books for boys and girls have been, certain needs remain outstanding. Good stories of contemporary life for boys and girls in their teens are still too limited in number. But editors are working upon this lack, and year by year, the number of excellent stories of present day 'teen age life is growing.

More biographies of excellence are also needed; more books of poetry; more of those that consider the deeper problems of our present-day civilization.

Shall books for the 'teens be illustrated? Boys and girls themselves differ in their desires. Whether or not to have books with an appreciable number of illustrations still remains a perplexing problem.

In the solving of these, as well as other editorial problems, the publishers of books for boys and girls are deeply appreciative of all suggestions sent them by librarians. They are grateful, too, for word of the reception accorded by boys and girls to the books they publish. Severe criticism as well as favorable comment, is more than welcome, for the time has come for more widely cooperative thinking and planning in the writing and publishing of books for boys and girls.

LIBRARIANS OF METROPOLITAN DETROIT  
HEAR MISS MAY MASSEE AND MISS MONICA SHANNON \* \* \* \* \*

The recent meeting of the Metropolitan Library Club of Detroit, held in the Romanesque Room of the Institute of Arts, was a tea, honoring Miss May Massee and Miss Monica Shannon.

Miss Massee, formerly a librarian, and at present, junior editor of Viking Press, combined her charming introduction of Miss Shannon with a short talk about Viking children's books, in her opinion outstanding.

In this connection she stressed "Children of the Handicrafts" as a book on social history about children and for children. She gives the book a high place in the notably sparse list on that subject, written from the child's viewpoint.

Miss Shannon, if possible even more Irish than her name would imply, told a fairy tale of unknown source, which has been handed down in her own family. In her introduction, Miss Massee whimsically suggested that the story we were about to hear was the reason Miss Shannon was able to write California Fairy Tales.

That story of the Irish lass "with the glow of embers in her cheeks and the sunshine in her hair" was a prose poem, beautifully told. To the librarians present it gave an unquestionably finer personality picture of the author of "Dobry", which was the 1935 Newberry Prize Winner, than a many-word biography of its author could possibly have done.



"LET'S READ!"

(Continued from page 7)

the library staff have set the stage. Since most of the Junior High School titles are too difficult, the books in our collection which are simple enough for this group to read, have been listed according to 7th, 8th, and 9th grades for the convenience of the teachers and the library staff.

But this group cannot be treated in a "lump" with a list. When left to themselves they startle you with their selection and the amount of information gained from many titles (often non-fiction) not on any list. They may lack imagination, but often they have a hidden interest or hobby and can pick out a paragraph or two of information.

If it is their first visit to the library, they may wander in listlessly, hesitatingly. Then, after some member of the library staff has picked up a book or two from the display rack and auctioned off a few titles, they relax a bit and get into the spirit of the trip - a holiday jaunt.

From bringing these groups to the library it is possible for the librarian to know these boys and girls individually, to place them in the section to which they belong. Before school, after school, and during lunch hours, she has the opportunity of suggesting books in an informal, casual, natural way. This personal interest leads to a natural friendliness. She has introduced them to books through the school library. Then it is time to say, "You have a library card for the children's library. They have many more titles by this same author, go down sometime."

As a rule a large percentage of this group check out of school as soon as the law allows, or much earlier than their classmates. They are at home in the school library, they will be at home in the children's library, and later in the public library.

Again, as I visualize the remedial groups, perhaps the phrase "adult education" is a bit high-sounding and optimistic. However, if they are going on from where they are after they leave school at an early age, it will be through the opportunities offered to them by the public libraries.

NATIONAL BOOK WEEK  
November 17-23, 1935

The far-sighted librarian sees in Book Week an immense festival, a grist of hard labor, and an infinite compensation when the job is done.

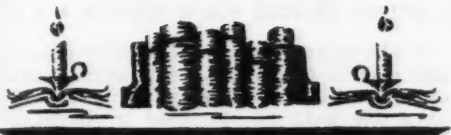
As a profession we are beginning to scratch the surface of one problem which for a long time has remained an obstacle in the path of library work with children. That is the gap which exists between the publisher and the librarian. There is a certain lack of logic in a situation which places the people who make the books on a separate plane, far removed from those who use the books, and who know, from their important contacts with children, more about the effects of those books upon the children than any other group or adult can possibly know.

The Michigan Library Association has made a mutually pleasurable contact with the publishing field in the last year, when it brought Alice Dalgliesh to Michigan in 1934 and Helen Ferris in 1935. A similar contact was made when the Metropolitan Library Club of Detroit heard May Massee at its recent tea. The latter represents in one person the children's librarian and publisher. Three people better fitted to personify the ideals of book publishing for children would be difficult to name; and, because of that, their coming represents a milestone in our professional experience.

There are phases in every librarian's existence, when, through enforced closeness to her own personal problems, she loses perspective. It is not necessary to mention to anyone who heard either Miss Ferris or Miss Dalgliesh, their ability to restore that logical balance.

We are likely to tire of Book Week. After all, we have plumbed the depths. Suggestive lists of activities are repetitive at best; they range from exhibits to parades to plays, and the same thing occurs the following year in reversed order.

One fact is worth remembering. We never approach exactly the same group of children. We may lack variety in methods of celebration, but the celebrants are always new. They all, as individuals, deserve the same opportunities for growth, and that is what keeps Book Week "new" for us each year.



## WE RECOMMEND READING FOR FUN

For sheer fun, the kind of reading that makes one laugh uproariously even in the library, I know of nothing new that compares with the Stones of Saki, Saki being the pseudonym under which H. H. Munro wrote his delightful sketches of Reginald; and if somewhere along the way you have not had the fun of Baron Munchausen's tall tales, read them at once. A new book which will evoke mirth, but mirth with a superiority complex is Life with Father, by Clarence Day, - a clever book and in spots extremely funny but one which requires an understanding knowledge of family life for keenest enjoyment. It will, however, afford anyone a good laugh, and cannot fail to brighten the dullest day.

Then, there is the book which one reads for the fun or pleasure that is gained from a satisfactory story well told. A Few Foolish Ones is such a book. This new book by Gladys Hasty Carroll, with its excellent character studies, its realistic background, and its straightforward simplicity of style, is equally as good as As the Earth Turns and will be greatly enjoyed by those enthusiastic about the earlier book. It is another one of those current fictions, so difficult to find, which a librarian is always glad to welcome to her shelves to give that "up-to-date" touch through a novel which is readable and highly desirable. Another novel in this class, notable for its beauty of conception and delicacy of execution, is Uplands, by Mary Ellen Chase. In Anne at Work, by Margaret Doane Fayweather, younger girls will have the fun of following Anne Alive through further adventures.

There is a certain satisfaction which one might well call "fun" in learning something of the life of authors whose books one has enjoyed. Such a book as Young Walter Scott, by Elizabeth Gray, gives one this kind of satisfaction. The boy's discovery that his book-stored, imaginative mind and retiring nature are handicaps as great as his lameness in a family of stalwart brothers to whom physical

proWess is paramount, and his efforts to play the man in spite of all, makes thrilling reading.

The fun of going places in books is not real to all readers, but for the student who "never did like travel books", North to the Orient, by Anne Lindberg, is going to be fun. A book so uniquely written, in a style direct yet fanciful, in places poignant, filled with delightful episodes which concern the people far more than the places visited, is a travel book which the English teacher will be delighted to place on her list. Since girls will enjoy this book more than the average boy, it would be well to add Sky High, by Eric Hodgins and F. A. Magoun to the "reading for fun list", or Boy on Horseback, a beautifully written story of his own boyhood, by Lincoln Steffens.

To have the fun of finding out how and why things happen as they do, read Talking Wires, by Clara Lambert, a story of the telephone, and Movie-makers by John L. Floherty. This book with its variety of interesting facts appears in a format delightful enough to attract boys and girls to a theme much less popular than Hollywood.

Reading for fun! The only difficulty is where to stop!

## READING LISTS

### "Reading for fun"

A.L.A. School Library Section. Recreational reading for young people. A.L.A., 1931. \$.50

California. State Dept. of Education. Reading list for junior high schools. Author, 1935. (Bulletin no. c-7) Free.

"Based on the Hartford reading list, the Winnetka graded reading list, and the home reading list of the National Council of Teachers of English, and finally the suggestions of teachers and pupils."

Compton, F.E. company. List of books on hobbies. Chicago, The company, 1934. Free.

Girls' Friendly Society. Make reading your hobby. The society, 1935. (Try something new, no. 2) \$.10

"How to have a series of programs around good books, old, and new."

Illinois Association of Teachers of English. Guide to reading for high schools, compiled by Bertha Carter and Essie Chamberlain. Rev. ed. \$.10  
Annotated by the high school boys and girls.

For copies address H.G. Paul, University of Illinois, Urbana, Ill.

Lynch, C.J. and Beard, S.A., comp. Books for youth. Brooklyn Public Library, Dec. 1931. \$.05

Moore, Anne Carroll. Reading for pleasure; a descriptive list of books prepared for Compton's Pictured Encyclopedia. Chicago, F.E. Compton & Co., 1935. Gratis upon request to the company.

National Council of Teachers of English. Books for home reading for high schools. Author, 211 W. 68th St. Chicago. \$.20  
Annotated and illustrated.

-----Leisure reading: a list for grades 7, 8, and 9. Author, Chicago, 1932. \$.20

-----Students' guide to good reading: a list of some 900 books well worth knowing, enjoyable to read and largely available in inexpensive edition. Author, Chicago, 1933. \$.30  
Useful for the advanced student.

Roos, J.C. What shall we read next: a program of reading sequences. Wilson, 1935. \$.35 (Reading for background no. 2)

Wood, H.A., comp. School library list; supplement, 1933, pts. 1-2. Minneapolis, Minn., Dept. of Education, 1933. \$.20 each.

**"For those who find reading less fun"**

California School Library Association. Northern Section. Books recommended for children of low reading ability, comp. by E.E. Fitcomb for the Committee on junior high schools. Bulletin v.4, no.3, May 1932. Apply to Joyce Backus, San Jose State College Library, San Jose, Calif.

Fordson High School. Books and magazines we liked; comp. by Experimental English B 10 under direction of Miss Cornell. Apply to Librarian, Fordson High School, Dearborn, Mich.

L. McQ.

## A STITCH IN TIME \* \* \* \* \*

In spite of our modern viewpoints and our tendencies to disregard past experience, an old adage frequently hits the nail on the head precisely. No dissertation on book repair could be more applicable than "a stitch in time saves nine."

Many times we have seen books in a sad state of repair and we wonder why these could not have been mended when they first started to break in the hinges?

A book that breaks in either one or both hinges can be recased easily and quickly. It will then wear better and last through more circulation than when it was new. If such a book is not repaired and is kept in use, the back will wear through quickly, the pages become loose and fall out, and the book will soon be a wreck and a disgrace to the library, whether it is circulated or stands on the shelf.

Though book repair is necessary in any well regulated library, still more important is the judgment displayed in selecting books to be repaired and in directing the type of repair work that should be done. Many worn books should be repaired, many of them should be rebound, and there are always some that should be discarded. There will not be so many of the latter, however, if the "stitch in time" is intelligently applied.

The selection of books for repair is governed by many conditions, but should be done by one who knows the book stock, books that should have permanent binding or more temporary mending, the materials, methods and help available for repair, and the funds that may be used for labor and materials.

The following suggestions for intelligent repair of books will effect a great saving in any library and make available more money for new books: Select wisely the books for repair; follow a tried and satisfactory method of repair; use materials best adapted to this method; exercise moderation in the use of materials and time; supervise workers carefully and keep careful records of costs.

Sara Patterson

Gaylord Bros., Inc.



### PROFESSIONAL GLANCES

We recommend for your consideration the following articles which have appeared in professional magazines. They present problems and suggest ideas; they encourage, stimulate, and provoke serious thought. Our suggestions cover magazines published since the last issue of the Michigan School Librarian.—Ed.

#### Junior-Senior High School Clearing House, May, 1935.

This entire issue is devoted to the school library. The new concept of school-museum service as a function of the school library is emphasized by Dr. John Carr Duff, chairman of this issue.

"The price of poor teaching." William C. Bagley. In the Survey Graphic, May, 1935.

Mr. Bagley believes low standards of selection and training of teachers cause our American public school pupils to be two years behind school children in Scotland. This article was voted one of the ten outstanding magazine articles of the month of May, but it may have been missed by teachers in the rush of the closing of school.

-oOo-

Preliminary bibliography on youth. Research Division, N.E.A., 1201 16th St. N.W. Washington, D.C. May, 1935. \$.10

A list of over 400 books and periodical references on youth grouped under "Problems of youth" and "Plans and proposals to help youth". This list will be useful for those working on Michigan's plan for the youth program.

-oOo-

"Enriched Teaching of English in the junior and senior high school." Woodring, Jewett, and Benson. Teachers college, 1934. \$2.75.

This new edition lists many new sources of free and low-priced illustrative material, with addresses and prices for each entry. Some of the up-to-date subjects covered are creative writing, vocational guidance, play production, world friendship, moving picture appreciation, puppets, the school paper, the annual, the

teaching of conversation, panel discussions, debating, commencement. So much new material is included that libraries having the 1927 edition should supplement it by the new edition.

-oOo-

"Library training for teachers." Alice Lucile LeFevre. In Reading and the School Library, September-October, 1935.

Miss LeFevre describes courses now offered at Syracuse University and George Peabody College for Teachers which are intended to show the prospective teacher how the school library may be used more effectively in teaching and research. This will be of special interest in connection with the recent questionnaire sent out by our Executive Board of School Librarians.

### NEW PERIODICALS

High School, a fortnightly publication for high school teachers, 801 Chamber of Commerce Building, Pittsburgh, Penn. by the editors of Scholastic, Scholastic Editor and Scholastic Coach, will specialize in news but will also contain lesson plans, projects and monthly tests, based on the contents of Scholastic. Subscription price is \$1.40 per school year.

-oOo-

The Student Leader, published monthly without advertising, is sponsored by the Journal of the National Educational Association, Washington, D.C. It aims to serve as a clearing house of student thought and action. Among the projects encouraged by the new publication are school interpretation, vitalized commencements, and suggestions for special celebrations. Subscription price is \$1.

-oOo-

Building America, a monthly publication of the Society of Curriculum Study, 425 West 123rd St., New York City. Each issue will deal with a timely national problem and is designed to meet teachers' needs for organized visual aids. Carefully selected pictures on such subjects as housing, for example, help to give students a better understanding of social phenomena. The enterprise is cooperative and non-commercial. See the School Review for May, 1935, for more detailed information.

M.H.

VOICES FROM THE RANKS: EVERYBODY'S CORNER

Our Michigan School Librarian has been on trial for a year. We have successfully passed censor, and, today, throughout the libraries of Michigan you will find a place on the magazine shelves for us to come to rest. Have you helped to make this magazine alive and of interest to others in the state? You have a chance to be heard and not seen by sending in contributions about yourself and your colleagues.

Write us about the difficulties that you encounter in connection with a day's work. Let the Michigan School Librarian hear the interesting things you are doing; give us a chance to share in your perplexing problems and to exchange ideas.

This department is anxious to continue to serve you in the same spirit of helpfulness that marked each appearance of this bulletin last year. Let us all become profit share holders in our magazine and speak up from within the ranks. Address your contributions to Faye I. Beebe, Librarian, South-eastern High School, 3030 Fairview Avenue, Detroit, Michigan.

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THE QUESTION BOX

I should very much like to know how other librarians handle the problem of "Reserve Books". I mean by this, a book reserved by a pupil during the forenoon which he desires to take home at the close of school. What system do you use, and how can you hope to be reasonably sure that someone else will not sign for the book?

H.M.L.

-oOo-

How many school libraries avail themselves of the opportunity of receiving excellent stenographers from the commercial department? It is good training for embryo secretaries. In our library we have two stenographers for two hours every day. With a little practice they soon give splendid satisfaction.

M.J.

-oOo-

I would like to have suggestions on bulletin board material suitable for high school libraries. Why not print in an issue of the Michigan School Librarian, a bibliography of hobby magazines for boys?

G.P.

-oOo-

It does look as though we could soon say, "Wasn't that an awful depression?" That being the case, it is hoped that we shall be allowed larger appropriations for books and magazines. In high schools of 3,700 enrollment, it is impossible to select a workable list of magazines which must include the Reference Shelf, Reader's Guide,

and newspapers on \$50.00. One may be able to write a book on "Seeing Germany on \$50.00," but one can not satisfy the demands of boys and girls of today for material on world affairs on any such limited amount of money.

B.K.

-oOo-

Miss Anelia Poray, Northeastern High School, Detroit, has a unique system of handling books for indigent pupils. If interested, she will be glad to hear from you.

-oOo-

I wonder how many school libraries maintain a teachers' circulating library? We have a call for one, and I should like to hear from some schools where it has been carried on satisfactorily. What fees do you charge? Do you allow a wide range in the matter of book choices?

L.H.

FLINT SCHOOL LIBRARIANS SEND THESE PRACTICAL SUGGESTIONS

Do you reinforce your magazines?

Remove the cover and reinforce it with heavy brown wrapping paper. Press over-night. The reinforced cover is then sewn onto the magazine. Necessary equipment is a carpenter's drill with bits of various sizes and a drilling board 12 x 16 inches, elevated by  $\frac{1}{2}$  inch cross boards underneath each end. This board holds the magazine firm for drilling. One of the sides has a double steel border with 6 holes about  $1\frac{1}{2}$  inches apart and in the center another strip at right angles to serve as a weight.

screws regulate the spacing of the steel strips according to the width of the magazine.

Place the magazine with its reinforced cover between the strips, tighten, and drill through the magazine by placing the drill point in the holes of the upper strip. Sew with a firm stitch, preferably an in and out stitch with a double over-casting at each hole.

The magazine, firm and flexible, is ready for any amount of circulation but cannot be bound.

June Pitts, Assist. Librarian,  
Central High School

#### Student Assistants in the School Library

This outline indicates the organization of student assistants in the school libraries of Flint.

In the Senior High School, students receive five hours credit for each semester's work for an elective two-semester course. Clerical assistants with commercial training and general assistants who have completed the library methods courses are given no credit toward graduation but receive recommendations for positions as a result of their experience. Their selection is based on grades and character traits, and is made on the recommendation of class counselors. Training consists of the study of the Dewey Classification, the card catalog, reference books, printed parts of a book, mending of books, bibliography making, magazines and newspapers, the reviewing, ordering and selection of books, and library work as a profession. The text used is Bennett—Student Library Assistant. Student assistants carry on the routine technical work of the library.

In the Junior High Schools the student helpers work on the purely service basis, a service award being given at an honor assembly for each semester of service. Volunteers are usually available for each period of the day and before and after school. Meetings are held for instruction in the use of the library. The work done in the library is similar to that done in the high school.

Lois Kuperus, Librarian,  
Longfellow School

Speaking of student assistants reminds us of the questionnaire sent out last spring to several libraries in the state in response to frequent requests for information on this subject. We publish, in question and answer form, a brief resume of the results:

Question: Do you consider that a library club is worth the time and effort it takes to train it?

Answers: "I could not get along without the girls and consider it well worth the time and effort." A.W., Eastern High School, Lansing.  
"Yes." M.H., Northern High School, Flint.

"Yes, very much." E.A.K., Jackson High School, Jackson.

"For the library, it is questionable; for the students, yes." B.J.R., Central High School, Kalamazoo.

-oOo-

Question: How many members have you in your club?

Answers: "Fourteen helpers, but not an organized club." B.J.R., Kalamazoo.

"Fifteen." L.K., Longfellow Junior High School, Flint.

"Fourteen." E.L.C., Owosso.

"Fifteen." J.DeY., Muskegon Heights.

"Thirteen." C.G.G., Howell.

"Thirty." E.A.K., Jackson

"Fifteen." A.W., Eastern High School, Lansing.

-oOo-

Question: How much credit do you give?

Answers: "None." A.W., Lansing.

"One-half a credit a semester." E.K., Jackson.

"One-half a credit a semester." J.DeY., Muskegon Heights.

"One-fourth a credit a semester." E.L.C., Owosso.

"None." L.K., Longfellow Jr. High School, Flint.

"None." B.J.R., Kalamazoo.

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Question: Do the applicants for membership serve a probationary period?

Answers: "No." A.W., Lansing.

"Must be former or present Library Methods Class member." M.H., Flint.

"No." B.J.R., Kalamazoo.

"We have a library class meeting every day for a semester. Those completing this work successfully may work as assistants the following semester." E.A.K., Jackson.

"Yes. Students must pass an examination in a one-hour-per-week library methods course before admission to the club." J.DeY., Muskegon Heights.

PERSONALS \* \* \* \* \*

Send all news items to Faye I. Beebe, Southeastern High School, Detroit, Michigan, Editor-Personals Department.

-oOo-

Miss Myrle Avery is back at West Junior High School Library, Lansing, Michigan, having completed one year library training at the School of Library Science, University of Illinois. Mrs. Irene Anderson, who was librarian at West last year, is now Mrs. Merle Wilcox of Adrian, Michigan.

Miss Kathryn Haebich is the new librarian at Walter French Junior High School, Lansing, Michigan, taking the place of Mrs. Irene Gardner. Miss Haebich's assistant is Miss Mabel Pomfret.

Miss Kate Sawyer, Librarian at Pattengill Junior High School, Lansing attended A.L.A. in Denver. She also visited Salt Lake City, Yellowstone, the West Coast and returned by way of Banff and Lake Louise.

Miss Ann Wheeler, Librarian at Eastern High School, Lansing, spent an interesting, twenty-five days on a freight boat, taking a Caribbean Sea Cruise and stopping en route in ten ports in Haiti where cargo was discharged and Haitian products loaded.

Frances Carman has been transferred from Lowell Junior High School Library, Flint, to Longfellow Junior High School where the librarianship was left vacant by the resignation of Lois Kuperus. Miss Carman's place at Lowell was filled by Henrietta Martin, Columbia University Library School, Class of '35.

Edna Linzey, assistant librarian, Central High School, Flint, resigned to attend the University of Michigan. Her position was taken by Helen Good.

Blanche Hills is the new junior high school librarian for the Midland Public Schools.

Lucille Wickersham, formerly assistant librarian of the State Teachers College, California, Pennsylvania, is the new librarian at Pontiac High School.

Mrs. M. M. Jones (Charlotte Bender)

formerly librarian of Central High School, Flint, has accompanied Mr. Jones to Brooklyn, New York, where he is a student at Pratt Institute School of Library Science.

Miss Agnes Snover, Cooley High School, Detroit, set sail on May 25th aboard the good ship "Exilona" of the American Export Line for a vagabond cruise. Some of the interesting ports she visited were Malta, Athens, Salonica, Constantinople, Constanza, Asia Minor, Troy, and Casa-Blanca, Africa. After riding on the crest of the waves for seventy-five days, Miss Snover had to come down to earth and report for duty on September 9th.

Miss Dorothea Dawson, assistant supervisor, Detroit, continued to add to her store of knowledge by attending Columbia this summer. At the close of summer school she enjoyed an extensive trip throughout the east.

Miss Grace Pierce, Boynton School, Detroit, motored west and ranks now as an expert mountain driver.

Attending the M.L.A. Meeting at St. Joseph, Michigan on October 19th, were many school librarians from Detroit. Among those we exchanged greetings with were Mrs. Grace Bice, Mrs. Hertha Loze, Mrs. Eleanor Horvath, Misses Dorothea Dawson, Bertha Krogh, Faye Beebe, Grace Pierce, Ruth Irwin, Venita Fair, Anelia Poray, Helen Campbell, and Barbara Fleury.

Mrs. Lois T. Place, Director of Library Science, Wayne University, attended the University of Chicago during the summer, and later enjoyed a vacation in Northern Michigan.

Leona Hough, formerly librarian in the Ortonville High School, received her B.S. degree in Library Science at Columbia University this summer. She is now librarian at Wyandotte High School.

Gladys Edwina Learmont, '32, is now Librarian at the Trenton High School.

Grace Wilson is Librarian of Muskegon Junior College.

Ann Wheeler of Eastern High School is President, Irene Van Horne of State Library is Vice-President and Lois Bower of Michigan State College is Secretary-Treasurer of the Lansing Library Club for 1935-1936.



ALONG THE EXCHANGE\*\*\*\*\*  
LIBRARY PUBLICATIONS RECEIVED

News Letter

Published by New England School Library Ass'n.  
Editor- President of the Ass'n.  
Features - Good articles, book lists, new ideas for school libraries. "Interesting articles in print"

News Letter

Published by Pennsylvania Council of School Librarians  
Editor - President of the Council  
Issued - Monthly  
Features - Entirely devoted to school library problems. Usually special theme for each number.

Book Trails

Published by City School Library, Los Angeles, California.  
Issued - Quarterly  
Features - Lists of books on special subjects

Classroom Literature

Published by Teachers College, Columbia.  
Issued - Monthly  
Features - Each issue comments on a selected list of children's books. Occasional issues are devoted to aids for the selection of books for school use.

School Library Bulletin

Published by Bureau of Libraries, Bd. of Ed., New York City.  
Issued - Monthly  
Features - Published in the interest of school libraries and the reading of good books.

The Bookmark

Published by Teachers' Special Branch, Indianapolis Public Library.  
Issued - Quarterly  
Features - Leisure time reading; current topics from current magazines.

Reading and the School Library

Editorial Office - 13th at Wabash, Chicago, Ill.  
Editor - Harley W. Mitchell  
Issued - Monthly  
Features - Devoted entirely to the interests of school librarians, teachers, and executives who are concerned with books and reading.

Talks to Teachers

Published by Education Department, Enoch Pratt Free Library, Baltimore, Maryland  
Issued - Monthly  
Features - Object of bulletin - "To bring to attention some of the most vital books and magazine

articles, recreational as well as professional".

More Books

Published by Boston Public Library, Boston, Massachusetts  
Issued - Monthly  
Features - Good book reviews. Articles on books of various kinds.

Iowa Library Quarterly

Published by Library Commission, Free Traveling Library, Historical Building, Des Moines, Iowa.  
Editor - Julia A. Robinson  
Issued - Quarterly  
Features - School library notes. News of the school libraries in the state. Plans and projects.

Pennsylvania Library Notes

Published by Department of Public Instruction, State Library, Harrisburg, Pennsylvania  
Editor - Gertrude MacKenney  
Issued - Quarterly  
Features - Fine articles. Book lists.

Library Occurrent

Published by Library Division of the Indiana Library and Historical Department, Indianapolis, Ind.  
Issued - Quarterly  
Features - News from school libraries in the state. Excellent articles.

Illinois Libraries

Published by Library Extension Division, State Library, Springfield, Illinois.  
Editor - Anna May Price  
Issued - Quarterly  
Features - Articles and book lists.

Teachers Room Bulletin

Published by Chicago Public Library, Chicago, Illinois.  
Issued - Monthly  
Features - Book lists.

Librogram

Published by School Library Department, Queensborough Public Library, New York.  
Issued - Monthly  
Features - Book clubs for teachers. Short articles by school librarians.

Quarterly Booklist

Published by Pratt Institute Free Library, Brooklyn, N. Y.  
Issued - Quarterly  
Features - Annotated book lists.

St. Louis Public Library Monthly Bulletin

Published by Public Library, St. Louis, Missouri  
Features - Good book list (not annotated)

Wisconsin Library Bulletin

Published by Wisconsin Free Library

Commission, Madison, Wisconsin  
Issued - Monthly  
Features - News and good ideas from  
libraries in Wisconsin. Good  
annotated list of books.

Bulletin of the American Library Ass'n

Published by A.L.A.  
Editor - Beatrice Sawyer Russell  
Issued - Monthly  
Features - Official organ of A.L.A.  
Articles and professional commun-  
cations.

Library Journal

Published by R. R. Bowker Co. 62  
W. 56th Street, N.Y. City  
Editor - Bertine E. Weston and  
Frederick Melcher  
Issued - Twice monthly (except July  
and August - then monthly)  
Features - Calendar of Library  
events. Good articles. Book  
reviews.

Wilson Bulletin

Published by H.W. Wilson Co. 950-72  
University Ave. N.Y. City  
Editor - Stanley J. Kunitz  
Issued - Monthly  
Features - School Libraries Section.  
One of the most valuable library  
publications.

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ANDREW CARNEGIE CENTENNIAL,  
NOVEMBER 25, 26 and 27

The American Library Association  
will participate with the Carnegie  
foundations in celebrating this anni-  
versary and suggests "One Hundred  
Years of Library Progress" as the  
theme. Exhibits are recommended to  
depict the great increases in library  
facilities in general, and local li-  
brary progress in particular. The  
Carnegie Corporation is making avail-  
able through the A.L.A. a series of  
posters containing quotations from the  
writings of Andrew Carnegie.

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Reading for background.

This is a series of book lists  
published by H. W. Wilson Co. in co-  
operation with the A.L.A. School Li-  
braries Committee. Four are now avail-  
able: Background readings for Ameri-  
can history; What shall we read next?  
Readings for French, Latin, German;  
and Books about Spain. The object of  
the compilers was to make a selection  
of the best material to enrich the  
teaching of subjects in the curri-  
culum. These lists are valuable con-  
tributions, but the price (35¢ each)  
seems high for the size.

TENTATIVE OBJECTIVES FOR THE LIBRARY

(Continued from page 4)

10. To teach independent use of the  
resources of a library applying  
economical reading skills, li-  
brary skills and habits.
11. To help form better habits of  
physical health as related to  
use of books, libraries, and  
reading.

With these tentative objectives  
in view, the library committees will  
work on the revision of the various  
phases of the Library Course of Study  
during the current year. Every li-  
brary teacher is included in the mem-  
bership of the committees.

GREETINGS AND BEST WISHES! \* \* \* \* \*

The Michigan School Librarian  
extends its best wishes to the newly  
organized Metropolitan Library Club  
of Detroit whose first meeting of the  
year was held October 23 at the De-  
troit Art Museum. The organization  
of the club is the outgrowth of the  
work of the committee of public and  
school librarians appointed by Presi-  
dent Frank Cody at the tea sponsored  
by the Library Service Department of  
Wayne University, held at the Detroit  
Public Library on April tenth.

We learn with interest and ap-  
preciation that the purpose of the  
Metropolitan Library Club is the closer  
association of booklovers and work-  
ers in all fields of library service.  
So praiseworthy a goal cannot be too  
highly lauded.

The officers and board of direc-  
tors of the club are listed in the  
"1935-36 Who's Who" on page 10 of this  
issue.

Special Libraries Association,  
Michigan Chapter

President:  
Mrs. Louise P. Dorn  
Detroit Edison Company  
Vice President:  
Floyd Miller, Editor  
Royal Oak Tribune, Royal Oak  
Secretary:  
Grace Winton, Librarian,  
Northwestern High School, Detroit  
Treasurer:  
Mildred Trent  
Campbell-Ewald Company, Detroit

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